**K-5 Math Lesson Plan**

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| **Teacher: Gardiner, Susan** | | | **Grade: 2** | | | **Date(s)**: **Unit One/Task 2/ Day 5** |
| **Unit Title: Understand Place Value (hundreds, tens, ones)** | | | | **Corresponding Unit Task: Using the total number of each item in the school store inventory, represent each number multiple ways. Use base-ten blocks, place, and number words.** | | |
| **Essential Question(s): How do I compose numbers to 1,000? How do you know the value of a number?**  **How do patterns help me skip count?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **George Washington Carver- book**  **Base ten blocks** | | **Student:**  **Centers**  **Base ten blocks** | | | **Value**  **Place value**  **Hundreds-flats**  **Tens-rods**  **Ones-units**  **Skip count**  **Counting on**  **represent** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2.NBT.1 – Understand that a 3-digit number represents the amount of hundreds, tens, and ones. 2.NBT.3 Read and write numbers to 1,000 using base ten numerals, number names, and expanded form.** | | | | | |
| **I Can Statement(s):**  **\*I can describe a three digit number.**  **\*I can explain that 10 is ten ones. (units)**  **\*I can explain that 100 (flat) is a bundle of 10 tens.(rods)**  **\*I can explain that a number like 200 has 2 hundreds, 0 tens, and 0 ones.**  **\*I can use number names to read and write numbers to 1,000.**  **\*I can use expanded form to read and write numbers to 1,000.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  **Read: George Washington Carver in the 2nd grade basal. Ask children to write down some of the numbers used in the book. Discuss how this is a biography of a real African American Hero.** | | | | | |
| **Teacher Directed: Place the numbers from the story about George Washington Carver on the board. Write one or two in word, picture, and expanded form for children as a review. Johnny Appleseed can also be used with apples from day one.** | | | | | |
| **Guided Practice: Allow children to write the other numbers they wrote down in word, picture, and expanded form.** | | | | | |
| **Independent Practice: Combine all place value centers used in this task. Divide the children into groups and rotate centers every 15-20 minutes. During this time, teacher pulls small groups to review skills not yet mastered for task assessment tomorrow.** | | | | | |
| **Closing/Summarizing Strategy: Remind children that they will be using the PTA Store Inventory tomorrow to write numbers in different ways. Use a few of the items in classroom store to give them examples. Any children still having difficulty in an area can be pulled at another time during the day.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| **Use base ten blocks to build and write numbers for amounts in our classroom store**. | | | Limit the number of items to 2-digit numbers only.  Gradually increase to 3 digit numbers. | | | Review all task vocabulary using Word Wall and matching word cards with meaning cards. |
| **Assessment(s):Task assessment 2 for Unit One** | | | | | | |
| **Teacher Reflection:** (Next steps?)  **Math Centers- These are listed under each day, also.**  **Place Value from Ed Helper.com Number Concentration Birthdays**  **Big Man, Little Man Daytona 500 Base Ten Cups**  **Out Number Your Neighbor Base Ten Riddles Roll the Dice** | | | | | | |
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